



# Barrett Adolescent Centre Special School

# ANNUAL REPORT 2017

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

## Contact Information

Postal address:	PO Box 3225 Yeronga 4104
Phone:	(07) 3848 5985
Fax:	
Email:	principal@barrettadolescentcentreschool.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Deborah Rankin, Acting Principal, Barrett Adolescent School

## School Overview

In 2017 the Barrett Adolescent Specific Purpose School continued to operate out of the Tennyson Special School campus. After the Commission of Inquiry into the Closure of Barrett and the release of the Recommendations the staff, students, families and carers have been involved in the consultation about how the new adolescent extended treatment facility would operate and the future of education for students with mental health issues on a state wide basis. This has been an ongoing process, and will continue into 2018. From an educational point of view the year was another busy one with continual development and change to the program and the process. In the background of the complex demands of the year, this report will evidence the ongoing hard work of the dedicated staff, the focus on students as individuals and their support systems, the development of new processes for Barrett and continued professional development.

### **SOME IMPORTANT STUDENT and STAFF ACTIVITIES in 2017**

#### **TERM 1**

Shared Pupil Free Days with Lady Cilento Hospital School and one separate day at Barrett dealing with Numeracy and Complex Trauma and Attachment

Health and Physical Education Week, assisted by Exercise Physiologist. (Won State Photographic Competition for the Week)

Whole school construction of Stars towards the Million Stars for the Commonwealth Games

#### **TERM 2**

National Reconciliation Week

Balaangala Community Groups Reconciliation Garden Excursion, Aunty Flo Watson and Ross Williams

Whole School Camp at Bestbrooke Farmstay

#### **TERM 3**

Royal Brisbane Exhibition Excursion

Cupcake Making in support of the RSPCA and a RSPCA Incursion

Excursions to the Marvel Exhibition, Gladiators, Science Centre and GOMA

Jamie Oliver Short Course

#### **TERM 4**

Self Defence Short Course

Animal Farm Incursion

Vegetation Protection Project – Knitting to Protect Against Deer

Circus and Magician Incursions

Toowong Botanical Gardens Excursion

My Marathon Project

## Principal's Forward

### Introduction

**School Progress towards its Goals in 2017, From the Annual Implementation Plan, the Investing in Our Schools Funding and school based priorities.**

PRIORITY	ACTIONS	COMMENTS
Explore opportunities to provide access to expertise, for the whole school community, in the area of adolescent mental health.  This is to inform re-engaging the disengaged and managing appropriate educational adjustments.	Look at a process to set up regular collaborative meetings with educational staff and a psychologist with expertise in the area of adolescent mental health, and the ability to form appropriate educational adjustments.  Parent support evenings with input from experts in the adolescent mental health area.	This was operational by Term 4  Difficulties organizing timing that would capture the greater number of parents. P & C took it on as a task for 2018
Review the whole-school curriculum plan and provide a clear context for delivering the individualised curriculum, maintaining the literacy focus, and introducing a numeracy focus	Curriculum Coordinator to work with Mathematics teacher to develop a systematic approach to addressing skills gaps in the area of numeracy and mathematics.  Staff development around new resources in the mathematics areas.  Embed the focus on Reading and Writing and the assessment and data collection in this area that allows for continual improvement.  Introduce self-assessment to the students in the area of literacy that lines up with the Australian Curriculum.  Provide Professional Development in the area of Numeracy and Mathematics.	Plan done by the end of Term 1- Reflecting that was and still is a living document  Begun in Term 1 and ongoing work  Begun in Term 1 and ongoing work with all teaching staff and some Teacher aide  Term 4  Term 1 and ongoing

	Curriculum Co-ordinator and a subject teacher become involved in Systematic Curriculum Delivery in Junior Secondary Initiative	Term  Done through out the year
Increase the percentage of students improving their personal and social capabilities	Continue to develop and refine a suite of diagnostic tools and assessment strategies to identify individual students' developmental levels in personal and social capabilities.          Built teacher capacity in gathering this diagnostic evidence	Done by Term 2  Personal and Social Capabilities Checklist  Personal and Social Capabilities Continuum  School Readiness Continuum    In school training
Consult around Statewide Educational Model of Service for students with Mental Health Needs.	Research, Professional Exchanges, Conference Involvement, Participate in Meetings.	This was done throughout the year and is a continuing priority in 2017
Explore assistance with on-call Mental Health issues of students	GO Partnership with Lady Cilento Children's Hospital School  Develop guidelines and plans around individual students risks and management	Worked well throughout the year   Plans and guidelines were developed and reviewed throughout the year

### Future Outlook

Barrett's future was still unclear in 2017. The School continued working in the areas that we have outlined in our Annual Implementation Plan, Investing for Success document and our school based priorities.

-Improving Reading, Writing and Numeracy through targeted teaching and skills gap work and comprehension and reading program, and utilizing the Australian Curriculum across all subject areas.

-Improve outcomes in Engagement, Health and Wellbeing through the employment of a Health and Wellbeing Subject and the further development of a Complex Case Management process

-Focus on students' social and emotional wellbeing through targeted extra-curricular activities, electives and classroom readiness.

-Differentiated Learning through Barrett Support Plans and Individual Learning Plans, Individual Learning Plans, collection of data and application of the data.

-Staff Wellbeing through a Wellbeing Plan for all staff and a weekly focus at staff meetings.

-Consultation around State Education for Adolescents with Mental Health needs.

## Our School at a Glance

## School Profile 2016

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	Taken from numbers in Term 4

	Total	Girls	Boys		
<b>2015</b>	16	9	8		
<b>2016</b>	18	10	8		
<b>2017</b>	26	10	16		

## Characteristics of the Student Body

### Overview

In 2017 the student body was a cohort of students who have struggled for extended periods of time with accessing education, while working through their mental health issues and often medical issues also. Students are supported through a school based Barrett program at Tennyson and an outreach program that helped students who remained in their schools.

Some of the benefits of being involved with Barrett included students finding a peer group for the first time, realising there are others who have similar problems, gaining acceptance for themselves as individuals and having educational staff who can negotiate the adjustments they need to be able to access and be successful with engaging with the Australian Curriculum while recognizing their individual strengths.

## Curriculum Delivery

Each student had an individual Barrett Support Plan and an Individual Learning Plan which focused on their base school work and classroom readiness and pathways planning. Personal and Social Capabilities from the Australian Curriculum were acknowledged as important, as is English, Maths, Health and Physical Education, the Arts and STEAM for this cohort of students. The staff worked hard to re-engage the disengaged and to help individuals, families and other stakeholders to negotiate for the best possible educational or vocational outcomes.

### Our approach to Curriculum Delivery

The school offers classes for all young people with ages between 12 and 18.

- During induction Barrett tests the students diagnostically and analyses how best to adjust the base school work
- Skills gap work is also established to help the students improve their English and Maths skills
- Core classes included English, Maths, Science and History
- Elective classes are offered in Art, Drama, Health and Physical Education, Horticulture and STEAM.
- The school worked closely with providers and other educational settings to provide young people with a range of activities which will help their social contact and increase living skills. These included excursions, incursions, short courses, community access and work sampling.
- Each term the school conducted special event days which are planned and executed by the students primarily with staff assistance that enhance the students personal and social capabilities

### Healthy Living Focus

There was a strong move in the curriculum to educate students in the principles of a healthy lifestyle knowing from evidence based research that this is important for people with mental health issues

- Daily Smart Moves activities

- The focus in Health and Physical Education and nutritious eating and the engagement of an Exercise Physiologist
- The small garden kitchen was extended and was used weekly in Australian Curriculum lessons and for term events
- We involved students in the various phases of a kitchen garden project - growing, harvesting, preparing and sharing of food we grow.

## How Information and Communication Technologies are used to Assist Learning

Each classroom had sufficient computers for every student and internet access. There were ongoing problems with connectivity that were being addressed by a team of specialists and the service was improved. Technology is also available for students to record a range of texts, including poetry and songs. Some students also accessed recording studios. A 3D printer was used to look at STEAM related practices and we had the input of a specialist to work with students in the STEAM area on a weekly basis and will look at continuing this in the form of extended projects in 2017.

## Social Climate

### Overview

Students were supported at all times by a positive, caring and cooperative environment. The school uses a positive psychology, strengths based and wellbeing framework.

All staff was continually updating their training around mental health, trauma issues and risk management.

Staff work closely to encourage students in their chosen educational setting and to keep them following their Individual Learning Plan.

It was expected that students will follow their Individual Learning Plan and for some, the main objective is school attendance or transition, while others were completing assessable tasks and working towards their QCE.

Teacher Aide support was available, flexible and skilled in working with students with mental health issues.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW		100%
this is a good school (S2035)	DW		100%
their child likes being at this school* (S2001)	DW		100%
their child feels safe at this school* (S2002)	DW		100%
their child's learning needs are being met at this school* (S2003)	DW		100%
their child is making good progress at this school* (S2004)	DW		100%
teachers at this school expect their child to do his or her best* (S2005)	DW		100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW		100%
teachers at this school motivate their child to learn* (S2007)	DW		100%
teachers at this school treat students fairly* (S2008)	DW		100%
they can talk to their child's teachers about their concerns* (S2009)	DW		100%
this school works with them to support their child's learning* (S2010)	DW		100%
this school takes parents' opinions seriously* (S2011)	DW		100%
student behaviour is well managed at this school* (S2012)	DW		100%
this school looks for ways to improve* (S2013)	DW		100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school is well maintained* (S2014)	DW		100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%		100%
they like being at their school* (S2036)	100%		100%
they feel safe at their school* (S2037)	100%		100%
their teachers motivate them to learn* (S2038)	100%		100%
their teachers expect them to do their best* (S2039)	100%		100%
their teachers provide them with useful feedback about their school work* (S2040)	100%		83%
teachers treat students fairly at their school* (S2041)	100%		100%
they can talk to their teachers about their concerns* (S2042)	100%		83%
their school takes students' opinions seriously* (S2043)	100%		100%
student behaviour is well managed at their school* (S2044)	100%		100%
their school looks for ways to improve* (S2045)	100%		100%
their school is well maintained* (S2046)	100%		100%
their school gives them opportunities to do interesting things* (S2047)	100%		100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	73%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	67%	71%	82%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

## Parent and community engagement

Continual and ongoing communication between the school and its community indicates that there is a high level of parent satisfaction with the school and the education of their adolescents. All stakeholders take part in the development of each student's Barrett Support Plan, all reviews of the plan and weekly emails. All stakeholders are also invited to end of term celebrations and other occasions of importance.

In 2017 a fully functioning Parents & Citizens Committee gave the parents a greater voice in the school and in the education of their young people.

## Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships in the weekly lesson Health and Wellbeing and across the curriculum. This program and other teaching moments looked at personal safety and social responsibility.

# Environmental Footprint

## Reducing the school's environmental footprint

The school's kitchen garden area utilizes organic waste and students are made aware of the processes around permaculture gardening. Fruit and vegetables from the garden supplement the cooking program which is part of our healthy lifestyle focus for our students.

Students were also engaged in recycling projects and using found objects in such subjects as Art and STEAM>

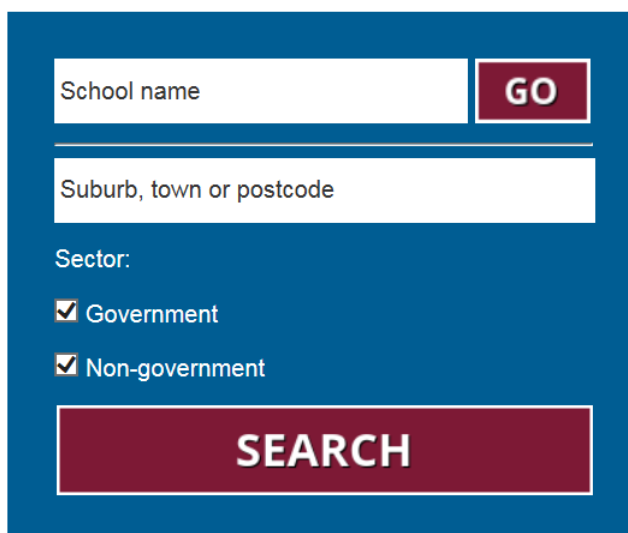
# School Funding

## School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school



Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.



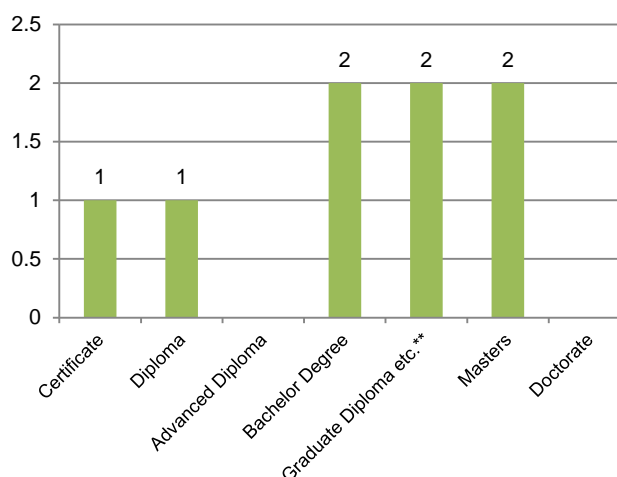
## Our Staff Profile

### Workforce Composition

#### Staff composition

##### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	1
Advanced Diploma	
Bachelor Degree	2
Graduate Diploma etc.**	2
Masters	2
Doctorate	
<b>Total</b>	<b>8</b>



### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$7,251.77. This was 6.07 % of the school's annual budget. Additional school specific professional development was provided through DET, EdLink and our own staff as well as access through the hospital schools network.

The major professional development initiatives were:

Numeracy Across the Curriculum

Complex Trauma and Attachment Workshop and a Managing Aggressive Behaviour from a Trauma Informed Practice

Managing Anxious Students in the Classroom

General Health and Wellbeing for Adolescents with Mental Health Issues

Staff Health and Wellbeing and Self-Development

The proportion of the teaching staff involved in professional development activities during 2017 was 100 %

### Staff Attendance and Retention

#### Staff attendance

##### AVERAGE STAFF ATTENDANCE (%)



Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

## Students Outcomes

### Student Enrolment

2017	Term 1	Term 2	Term 3	Term 4
Total Students	20	21	25	26
Outreach	2	2	1	1

### Student Destinations 2017

Student	Destination
Year 8	Sunnybank State High School
Year 9	Inala Flexible Learning Centre
Year 10	Yeronga State High School, P/T VET Further Education & Training, Holland Park State High School, Arethusa College, Forest Lake State High School,
Year 11	Yeronga State High School, Arethusa College, , St Peter's Lutheran College, Yeronga State High School
Year 12	Part-time Work, F/T VET Further Education & Training, P/T VET Further Education & Training, University Bridging Course, Work from home, P/T Employment, Brisbane State High School

### Student Attendance

#### Student attendance

At Barrett the students have an individual Barrett Support Plan that was flexible and changed on a weekly basis, depending on the mental health concerns of the students. The Clinical Care Providers, parents and other stakeholders ratified these changes and they are reflected by a shifting timetable and continually adjusted attendance. Every student's attendance is monitored closely and all stakeholders are communicated with on a weekly basis to enable and encourage greater attendance and a seamless transition to the next setting.

## **Description of how non-attendance is managed by the school**

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

The school contacts the families/carers on the day of the student's absence to ascertain the context of that absence and what can be done to encourage greater engagement with the program.